

# Measuring Aspirations and Participation 2002



New Hampshire High School Senior Survey  
A collaborative pilot project

## **Measuring Aspirations and Participation: 2002 New Hampshire High School Senior Pilot Survey**

### **Executive Summary**

This report presents aggregated results from a pilot survey of seniors in 21 public high schools in New Hampshire. The survey was conducted in May and June of 2002, and collected information on the backgrounds, educational aspirations, academic performance and opinions of over 2,400 high school seniors. The survey was developed and supported by the New Hampshire Community Technical College System, the New Hampshire Department of Education, the New Hampshire Higher Education Assistance Foundation, the New Hampshire Postsecondary Education Commission, the New Hampshire Forum on Higher Education, and the University System of New Hampshire, and closely follows the Vermont Senior Survey conducted annually by the Vermont Student Assistance Corporation (VSAC).

#### **Summary of Major Findings:**

- **High Aspirations:** 78% of high school seniors who responded to the survey indicated that they planned to attend a postsecondary institution in the fall semester following graduation.
- **High level of satisfaction with high school experience:** 88% of seniors reported being satisfied with their high school experience; fewer (73%) reported that their teachers challenged them to do their best work; and there was less satisfaction (64%) with teaching of real life applications.
- **College-bound seniors made decisions about attending college at an early age:** three out of five decided to attend college by the sixth grade. Less than one-third of the college-bound senior respondents reported that they made their decision while in high school.
- **Of career-bound students who indicated that they were not planning to attend college in the fall, over sixty percent made their decision in either the 11<sup>th</sup> or 12<sup>th</sup> grade.** The most frequently cited reasons for not planning to attend college in the fall were that students needed a break from school (26%), wanted or needed to support themselves (12%), or were planning to join the military (12%). Interestingly, only 11% of respondents indicated that they were not planning to attend college because they could not afford to do so.
- **Gender differences are significant between males and females with respect to performance and continuing on to higher education.** Female seniors reported they earned higher grades than male seniors in all subjects. 86% of females and 75% of males planned to continue their education in the fall. 64% of females planned to attend a four-year college, while only 52% of males planned to attend.
- **Parents play a significant role in shaping their children's educational aspirations:** 88% of seniors who indicated their parents wanted them to attend a four-year postsecondary institution reported that they planned to do so, while 79% of seniors who indicated that their parents wanted them to get a job responded that they were planning to do so in the fall. Responding seniors who lived in two-parent households and/or households where one or more parent completed college were more likely than other seniors to be education bound in the fall.

Educators, public policy makers and the business community will want to follow these trends as a greater number of high school seniors participate in the study in future years.



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## TABLE OF CONTENTS

---

I. Introduction .....	1
II. Postsecondary Education Aspirations.....	2
Seniors' Education Aspirations .....	2
Planned Postsecondary Education by Gender .....	3
Perceptions of Parents' Plans for Seniors' Education .....	3
III. Family Data .....	4
Seniors' Living Arrangements .....	4
Parental Employment .....	4
Reported Parental Education .....	5
Reported Family Income .....	6
IV. High School Data .....	7
High School Program .....	7
Number of Years of Courses .....	7
Grade Point Average .....	9
Differences in Grade Point Average.....	10
High School Instruction.....	10
High School Experience.....	14
Extracurricular Activities .....	15
Work Experience During High School.....	16
Access to and Use of Computers.....	17
V. Profile of Education-Bound Seniors.....	18
Grade in Which Education-Bound Seniors Decided to Continue Education .....	19
Institutions Seniors Plan to Attend .....	20
Most Important Reason Seniors Chose Institution They Plan to Attend.....	21
Most Important Reasons for NOT Attending a NH Institution .....	22
Top Four-Year Programs of Study .....	23
Top Two-Year Programs of Study .....	24
VI. Profile of Career-Bound Seniors .....	26
Grade in Which Career-Bound Seniors Decided Not to Continue Education.....	27
Career and Postsecondary Information .....	27
Most Important Reason Seniors Decide Not to Continue Their Education.....	28
Future Education Plans of Career-Bound Seniors.....	29
Occupation Plans.....	29
Differences Between Education-Bound and Career-Bound Seniors .....	30
VII. Vocational/ Technical Center Seniors.....	31
Information About Technical Center Opportunities.....	31
Participation in Technical Student Organizations .....	31
Student Evaluation of Vocational/ Technical Education.....	32
Appendix A: Methodology .....	34
Participating Schools.....	35
Appendix B: Questionnaire .....	36





## **MEASURING ASPIRATIONS AND PARTICIPATION: 2002 NEW HAMPSHIRE HIGH SCHOOL SENIOR PILOT SURVEY**

### **I. INTRODUCTION**

This report, **Measuring Aspirations and Participation: 2002 New Hampshire High School Senior Pilot Survey** presents findings from a survey conducted with graduating seniors at 21 public high schools in New Hampshire in May and June, 2002. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Methodology for a more complete description of the design of the survey.)

This research project has been conducted by New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER). NH PAPER consists of representatives from the:

- New Hampshire Department of Education
- New Hampshire Community Technical College System
- New Hampshire Forum on Higher Education
- New Hampshire Higher Education Assistance Foundation
- New Hampshire Postsecondary Education Commission
- University System of New Hampshire

The New Hampshire high schools that participated in the survey have provided numerous insights into this research, and this project would not have been possible without their help and cooperation. The 2002 survey is a pilot test of this project. NH PAPER has a goal to expand this survey to all public New Hampshire high seniors in 2003.

**Because the pilot study does not represent a complete census of public high school seniors in New Hampshire, or even a random sampling of seniors, these data should not be interpreted as representing the entire class of 2002. When NH seniors are referred to in this report, please remember that this refers only to those who participated in the survey, not all NH seniors.**

## II. POSTSECONDARY EDUCATION ASPIRATIONS

### Seniors' Education Aspirations

New Hampshire seniors completing the survey have high aspirations for their future education. Most (58%) say they plan to attend a four-year college in Fall 2002 (Table 2.1). In all, 78 percent of those seniors surveyed plan to continue their education in the Fall of 2002.

- A further indication of the aspirations of these students is that 76 percent of the seniors surveyed said they have applied for admission to a postsecondary institution for Fall of 2002 (Table 2.1).
- The seniors surveyed have high educational aspirations -- 8 percent indicated they plan to get an Associate's Degree, 29 percent plan to get a Bachelor's Degree, 26 percent plan to get a Master's Degree, and 13 percent plan to get a Doctorate or a professional degree.

**Table 2.1**  
Seniors' Education Aspirations

<b>Plans for Fall 2002</b>	<b>All Seniors</b>
Attend a Four-year College	58%
Attend a Two-year College	9%
Attend a Two-year College then to transfer to another institution	6%
Attend Vocational, Technical, Business, or Trade School	5%
Attend prep school	*
<b>Subtotal of Students Pursuing Education in Fall 2002</b>	<b>78%</b>
Join the Military	3%
Get a full-time job	10%
Start a business	1%
Become a full-time homemaker	1%
Participate in a registered apprenticeship	*
Join Americorps, VISTA, or other community service program	*
Take time off, then decide	3%
Undecided	4%
	(N=2291)
<b>Applied for Admission to a Postsecondary Institution?</b>	
Yes	76%
No	22%
Not sure	2%
	(N=2272)

\* Less than 1%.

### Planned Postsecondary Education by Gender

Female seniors surveyed were more likely to say they planned to continue their education than were males (Table 2.2). Female seniors were also more likely to report they plan to attend a four-year college than were males.

**Table 2.2**

Percent of Seniors who Plan to Continue their Education by Gender

<b>Gender</b>	<b>Any Education</b>	<b>Four-year College</b>
Male	72%	52%
Female	85%	64%

### Student Perceptions of their Parents' Plans for Seniors Future Education

Parents' plans for their children, as reported by students in the pilot survey, were strongly related to the plans that seniors have for themselves (Table 2.3).

- Eighty-eight percent of seniors who indicated their parents want them to attend a four-year postsecondary institution also said they planned to attend such an institution.
- Seventy-nine percent of seniors who indicated their parents wanted them to get a job say they plan to get a full-time job.

**Table 2.3**

Parents' Education Plans for Their Children  
as Reported by Seniors

	<b>All Seniors</b>
Attend a Four-year College	56%
Attend a Two-year College	7%
Attend a Two-year College then to transfer to a another institution	5%
Attend prep school	1%
Attend Vocational, Technical, Business, or Trade School	3%
<b>SUBTOTAL</b>	<b>72%</b>
Participate in a registered apprenticeship	*
Join the Military	3%
Join Americorps, VISTA, or other community service program	*
<b>SUBTOTAL</b>	<b>3%</b>
Start a business	0%
Get a full-time job	3%
Become a full-time homemaker	1%
To do what I want to do	21%
Have no strong feelings	2%
<b>SUBTOTAL</b>	<b>26%</b>

\* Less than 1%.



### III. FAMILY DATA

#### Seniors' Living Arrangements

Sixty-three percent of the seniors surveyed report living with both parents (Table 3.1).

- Two-thirds of seniors surveyed who plan to continue their education report living with both parents while slightly more than half of the seniors who do not plan on continuing their education (54%) report living with both parents.

**Table 3.1**  
Seniors' Living Arrangements and Seniors' Postsecondary Education Plans

	<b>All Seniors</b>	<b>Education- Bound</b>	<b>Career- Bound</b>
Both Parents	63%	66%	53%
Mother	23%	22%	26%
Father	6%	6%	8%
Alternate Between Mom & Dad	3%	3%	3%
Grandparent or Other Relative	1%	1%	2%
Foster Parents	*	*	*
Legal Guardian	1%	1%	1%
On Own	1%	1%	3%
With Friends	1%	*	2%
Other	1%	1%	1%
	(N=2335)	(N=1763)	(N=572)

#### Parental Employment

- Eighty-six percent of the seniors surveyed say their father works full time.
- Sixty-eight percent of the seniors surveyed say their mother works full time.

### Reported Parental Education

- More than half of the seniors surveyed said their mother has at least some college education and more than half say their father has at least some college.
- Seniors who plan to continue their education were significantly more likely to have parents with a college education than were seniors who do not plan to continue their education.

**Table 3.2**

Parental Education as Reported by Seniors and Seniors' Postsecondary Education Plans

	<b>All Seniors</b>	<b>Education- Bound</b>	<b>Career- Bound</b>
<b><u>Mothers</u></b>			
Some high school or less	8%	6%	17%
High school diploma	34%	32%	41%
Some college or Associate's degree	27%	27%	26%
Bachelor's degree	19%	22%	9%
Advanced degree	11%	13%	7%
	(N=2270)	(N=1736)	(N=534)
<b><u>Fathers</u></b>			
Some high school or less	9%	6%	18%
High school diploma	32%	30%	39%
Some college or Associate's degree	21%	22%	20%
Bachelor's degree	22%	24%	14%
Advanced degree	16%	18%	8%
	(N=2194)	(N=1685)	(N=509)

### Family Income as Reported by Seniors

Seniors were asked to report what they estimated their family's household income was for 2001. Seniors who live in households with higher levels of income were more likely to say they plan to continue their education than are seniors living in households with lower incomes (Table 3.3).

**Table 3.3**  
Seniors' Postsecondary Plans and Student-reported 2001 Family Income

	<b>All Seniors</b>	<b>Education- Bound</b>	<b>Career- Bound</b>
Less than \$25,000	11%	9%	16%
\$25,000 to \$49,999	27%	26%	31%
\$50,000 to \$74,999	29%	28%	30%
\$75,000 to \$99,999	17%	19%	12%
\$100,000 or more	16%	18%	11%
	(N=2070)	(N=1574)	(N=496)



## IV. HIGH SCHOOL DATA

### High School Program

Sixty-two percent of the seniors surveyed said they were enrolled in a college preparatory program, 18 percent said they were enrolled in a vocational, technical, or business program, and 20 percent report being enrolled in some other program (Table 4.1).

- Education-bound seniors surveyed were significantly more likely to be enrolled in a college preparatory program (72%) than were career-bound seniors (32%).
- Eighty-seven percent of seniors surveyed enrolled in a college preparatory program said they plan to attend a postsecondary institution in Fall 2002.

**Table 4.1**  
High School Program by Postsecondary Education Plans

	<b>All Seniors</b>	<b>Education-Bound</b>	<b>Career-Bound</b>
College Preparatory	62%	72%	32%
Vocational/Technical/Business	18%	14%	29%
Other	20%	14%	39%
	(N=2316)	(N=1752)	(N=564)

### Number of Years of Courses

Seniors were asked to report the number of years they have taken courses in several high school subjects.

- The seniors surveyed were most likely to have taken courses for four years in English and math (Table 4.2).
- A majority of the seniors surveyed report having taken at least three years of sciences, social studies and history.
- Even though they are not required by the state, more than three-quarters of the seniors surveyed report having taken some business studies or vocational and technical courses.
- Seniors who said they plan to continue their education in Fall 2002 reported taking significantly more years of courses in English, math, foreign languages, sciences, social studies and history, the arts, and physical education and health than career-bound seniors (Tables 4.3 and 4.4).
- Career-bound seniors reported taking more years of vocational and technical courses and computer courses than education-bound seniors.

**Table 4.2**  
Number of Years of Course by Subject

	None	One-half	One	Two	Three	Four +	State Requirement
English	0%	0%	0%	1%	2%	97%	Four years
Math	0%	0%	2%	11%	27%	60%	2 years
Science	0%	0%	1%	16%	35%	48%	2 years
Social Studies / History	0%	0%	2%	18%	44%	36%	2 years
Foreign Language	11%	3%	7%	24%	30%	24%	0 years
Arts & Music	9%	13%	25%	20%	11%	22%	½ year
Voc./Tech./Business	27%	10%	17%	19%	12%	15%	0 years
Computer Studies	9%	27%	34%	20%	7%	3%	½ year
Physical Ed., Health	1%	3%	35%	42%	11%	8%	1 ¼ year

**Table 4.3**  
Number of Years of Course by Subject – Education-Bound Seniors

	None	One-half	One	Two	Three	Four +	State Requirement
English	0%	0%	0%	0%	1%	99%	Four years
Math	0%	0%	1%	8%	25%	66%	2 years
Science	0%	0%	1%	11%	34%	55%	2 years
Social Studies / History	0%	0%	2%	16%	44%	37%	2 years
Foreign Language	6%	2%	6%	25%	34%	28%	0 years
Arts & Music	8%	13%	24%	19%	11%	24%	½ year
Voc./Tech./Business	29%	11%	18%	18%	11%	13%	0 years
Computer Studies	9%	28%	35%	19%	6%	3%	½ year
Physical Ed., Health	0%	3%	36%	44%	10%	6%	1 ¼ year

**Table 4.4**  
Number of Years of Course by Subject – Career-Bound Seniors

	None	One-half	One	Two	Three	Four +	State Requirement
English	0%	0%	1%	1%	3%	94%	Four years
Math	0%	0%	4%	19%	34%	43%	2 years
Science	0%	0%	2%	32%	40%	26%	2 years
Social Studies / History	0%	1%	3%	24%	42%	30%	2 years
Foreign Language	30%	7%	13%	22%	19%	10%	0 years
Arts & Music	13%	11%	26%	21%	11%	18%	½ year
Voc./Tech./Business	20%	6%	15%	23%	15%	20%	0 years
Computer Studies	10%	22%	32%	24%	8%	5%	½ year
Physical Ed., Health	1%	5%	31%	36%	15%	13%	1 ¼ year

## Grade Point Average

New Hampshire seniors reported getting “B”s in most subjects and “A”s in the arts and physical education. There is a direct correlation between the hours seniors report studying per week and their self-reported grade point average. Seniors who report studying more also report higher GPAs (Table 4.5).

**Table 4.5**

### Self-reported Grade Point Averages & Hours of Study

Subject	All Seniors	Hours Study per Week					
		None	1 - 5	6 - 10	11 - 15	16 - 20	> 20
Overall	3.1	2.9	3.2	3.3	3.5	3.6	3.5
English	3.0	2.7	3.0	3.3	3.5	3.5	3.3
Math	2.7	2.5	2.6	2.8	3.1	3.2	3.2
Science	3.0	2.7	2.9	3.1	3.4	3.5	3.5
Social Studies / History	3.0	2.8	3.0	3.3	3.5	3.6	3.4
Foreign Language	2.7	2.3	2.8	3.0	3.2	3.4	3.3
Arts & Music	3.6	3.3	3.6	3.7	3.8	3.9	3.7
Voc./Tech./Business	3.3	3.1	3.3	3.5	3.6	3.6	3.7
Computer Studies	3.4	3.2	3.4	3.5	3.7	3.8	3.7
Physical Ed., Health	3.7	3.5	3.7	3.8	3.8	3.9	3.8

- Seniors who report that they got “A”s and “B”s were significantly more likely to report that they plan postsecondary education in Fall 2002 (Table 4.6).

**Table 4.6**

### Seniors' Education Plans by Self-reported Grade Point Average

G.P.A.	Plans				HS GPA Distribution NH Class of 2002	
	Four-year College	Two-Year/ Transfer	Voc./Tech School	No Immediate Plans		
A (3.6-4.0)	86%	5%	1%	8%	25%	(N=577)
B (2.6-3.59)	55%	16%	6%	23%	58%	(N=1338)
C (1.6-2.59)	17%	23%	9%	51%	16%	(N=374)
D or Below (0-1.59)	5%	10%	14%	71%	1%	(N=21)



### Differences in Grade Point Average

- Female seniors reported significantly higher grade point averages than did male seniors in English, foreign languages, arts & music, business studies and computer studies. Male seniors did not report higher grade point averages than female seniors in any subject.
- There were no consistent patterns of higher grade point average based on per pupil spending by schools.

### High School Instruction

Overall, seniors gave satisfactory ratings to the skills they were taught at their schools (Table 4.7). Less than 20 percent rated the quality of instruction provided by their school as “excellent” in the following areas: communication; reasoning and problem solving; personal development; civic and social responsibility; science, math and technology; arts, language and literature; and, history and social sciences.

- Seniors believe their schools did the best job in the area of communications where 20 percent of seniors rated the instruction as excellent and only 11 percent rated the instruction as unsatisfactory or that they were not taught these skills.
- Thirteen percent of seniors rated the instruction they received in the area of reasoning and problem solving as excellent and 22 percent rated this unsatisfactory or that they were not taught these skills.
- Instruction in reasoning and problem solving; arts, language and literature; and civic and social responsibility were rated lowest.

**Table 4.7**  
Seniors’ Rating of High School Instruction

<b>Area of Instruction</b>	<b>Excellent (1)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (3)</b>	<b>Not Taught (4)</b>	<b>Mean</b>	
Communication	20%	69%	10%	1%	1.93	(N=2314)
History & Social Sciences	14%	67%	17%	2%	2.08	(N=2285)
Personal Development	15%	64%	18%	3%	2.09	(N=2295)
Science, Math & Technology	15%	63%	20%	2%	2.09	(N=2290)
Reasoning & Problem Solving	13%	66%	19%	3%	2.11	(N=2304)
Arts, Language & Literature	15%	61%	21%	3%	2.12	(N=2288)
Civic & Social Responsibility	15%	59%	20%	6%	2.16	(N=2282)

- Female seniors rated instruction around communications, personal development, and art, language and literature significantly higher than did male seniors. However, male seniors rated the instruction they received in science, math and technology significantly higher than did female seniors (Table 4.8).

**Table 4.8**

Seniors' Rating of High School Instruction by Gender  
(Areas with Significant Differences)

Area of Instruction	Gender	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communication	Male	16%	70%	12%	2%	(N=1105)
$\chi^2 = 26.545, p=.000$	Female	23%	68%	9%	1%	(N=1188)
Personal Development	Male	12%	64%	20%	4%	(N=1095)
$\chi^2 = 25.062, p=.000$	Female	18%	63%	15%	3%	(N=1182)
Science, Math & Technology	Male	17%	62%	18%	2%	(N=1092)
$\chi^2 = 11.765, p=.008$	Female	13%	64%	22%	2%	(N=1179)
Arts, Language & Literature	Male	11%	59%	25%	5%	(N=1085)
$\chi^2 = 58.304, p=.000$	Female	18%	63%	18%	1%	(N=1182)

- Seniors who planned to continue their education after high school gave significantly higher ratings than seniors who have no immediate education plans to instruction in communications; reasoning and problem solving; personal development; civic and social responsibility; science, math and technology; arts, language and literature; and history and social sciences (Table 4.9).

**Table 4.9**

Seniors' Rating of High School Instruction by Postsecondary Education Plans  
(Areas with Significant Differences)

Area of Instruction	PSE Plans?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communications	Yes	22%	69%	8%	1%	(N=1765)
$\chi^2 = 54.115, p=.000$	No	12%	69%	16%	3%	(N=549)
Reasoning & Problem Solving	Yes	14%	67%	17%	2%	(N=1761)
$\chi^2 = 25.279, p=.000$	No	9%	63%	23%	4%	(N=543)
Personal Development	Yes	17%	65%	16%	3%	(N=1759)
$\chi^2 = 22.478, p=.000$	No	12%	61%	22%	5%	(N=536)
Civic & Social Responsibility	Yes	17%	59%	20%	5%	(N=1750)
$\chi^2 = 10.666, p=.014$	No	11%	60%	21%	7%	(N=532)
Science, Math & Technology	Yes	16%	63%	19%	2%	(N=1756)
$\chi^2 = 17.771, p=.000$	No	10%	64%	23%	3%	(N=534)
Art, Language & Literature	Yes	16%	63%	20%	2%	(N=1753)
$\chi^2 = 31.346, p=.000$	No	11%	58%	27%	5%	(N=535)
History & Social Sciences	Yes	14%	68%	16%	2%	(N=1752)
$\chi^2 = 20.976, p=.000$	No	10%	65%	21%	4%	(N=533)

- Seniors attending schools that spend \$8,000 or more per pupil rated the instruction they received in communications; reasoning and problem solving; personal development; science, math and technology; and history and social sciences significantly higher than seniors attending schools with lower levels of per pupil spending (Table 4.10).

**Table 4.10**

Seniors' Rating of High School Instruction by Per Pupil Spending  
(Areas with Significant Differences)

Area of Instruction	Per-Pupil Spending	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communications $\chi^2 = 62.546, p=.000$	< \$6K	17%	69%	12%	2%	(N=837)
	\$6K - \$7K	18%	68%	13%	2%	(N=372)
	\$7K - \$8K	19%	71%	9%	1%	(N=810)
	> \$8K	34%	61%	4%	0%	(N=295)
Reasoning & Problem Solving $\chi^2 = 37.697, p=.000$	< \$6K	13%	65%	20%	3%	(N=832)
	\$6K - \$7K	9%	67%	21%	4%	(N=369)
	\$7K - \$8K	13%	65%	20%	3%	(N=808)
	> \$8K	21%	69%	10%	1%	(N=295)
Personal Development $\chi^2 = 35.535, p=.000$	< \$6K	15%	62%	19%	4%	(N=824)
	\$6K - \$7K	12%	63%	20%	4%	(N=368)
	\$7K - \$8K	15%	65%	18%	3%	(N=807)
	> \$8K	23%	66%	10%	1%	(N=296)
Science, Math & Technology $\chi^2 = 39.344, p=.000$	< \$6K	11%	66%	21%	2%	(N=822)
	\$6K - \$7K	12%	64%	22%	2%	(N=365)
	\$7K - \$8K	16%	61%	21%	2%	(N=809)
	> \$8K	25%	61%	14%	1%	(N=294)
History & Social Sciences $\chi^2 = 26.217, p=.002$	< \$6K	13%	65%	20%	2%	(N=819)
	\$6K - \$7K	11%	70%	17%	3%	(N=366)
	\$7K - \$8K	14%	68%	17%	1%	(N=805)
	> \$8K	19%	69%	10%	2%	(N=295)

## High School Experience

Seniors were asked to rate their high schools on a number of factors related to the adults they interacted with, their classes, and the school environment.

- Seniors were most likely to agree that their school provided them a good education, that their school provided a safe environment for learning, that their teachers gave them a reasonable amount of work, that their teachers had a positive influence on them, that classes were taught in ways they could understand, and that they were taught how to be good team or group members (Table 4.11).
- Seniors were least likely to agree that school rules were fair and enforced consistently.
- Seniors who plan to continue their education in Fall 2002 and seniors with self-reporting “B” grade point averages or higher were more likely to agree with almost all these statements about their schools than were seniors who had no immediate educational plans and seniors reporting “C” averages or below.

**Table 4.11**

Seniors’ Rating of High School Experience  
(Percent who “agree” or “strongly agree”)

High School Experience	All Seniors	Fall 2002 Planned Activities		Self-reported GPA	
		Continue Education	Other Activities	“B” or Better	“C” or Below
School provided a good education	88%	90%	81%	90%	79%
School provided safe environment for learning	86%	88%	79%	87%	80%
Teachers gave me reasonable amount of work	85%	88%	77%	86%	80%
Teachers had a positive influence on me	83%	87%	72%	86%	72%
Classes taught in ways I could understand	82%	86%	71%	85%	71%
Taught how to be a good group/team member	80%	83%	71%	83%	70%
Classes were usually interesting	74%	77%	62%	76%	66%
Teachers challenged me to do my best work	73%	76%	65%	75%	66%
Coaches had positive influence on me	73%	76%	60%	75%	62%
School provided guidance to reach goals	69%	72%	59%	71%	62%
Guidance counselor had pos. influence on me	68%	70%	61%	67%	68%
Administrators had positive influence on me	68%	70%	60%	69%	62%
Taught how things I learn apply to real life	64%	66%	56%	65%	59%
School rules are fair	52%	55%	43%	54%	42%
School rules are enforced fairly & consistently	43%	44%	39%	43%	42%

## Extracurricular Activities

Surveyed seniors averaged three extracurricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.12). Seniors reported spending an average of 6 to 10 hours per week engaged in extracurricular activities during their senior year.

**Table 4.12**

### Extracurricular Activities (Multiple Responses Possible)

Extracurricular Activity	Percent Participating
Athletics	20%
Hobbies	17%
Volunteer work	13%
School clubs, committees	12%
Band, chorus, orchestra	8%
Honor society	8%
Church groups	6%
Theater, drama, dance	6%
Non-school clubs	5%
Student government	4%
ROTC	1%

There is a strong correlation between the number of extracurricular activities surveyed seniors engaged in during their years in high school and both their self-reported grade point average and their plans for attending postsecondary education (Table 4.13).

- Seniors who have educational plans for Fall 2002 reported participating in an average of 3.5 extracurricular activities compared to 1.9 for seniors who reported no educational plans.
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs.

**Table 4.13**

### Extracurricular Activities by Self-reported GPA and Education Plans

	Average Number of Extracurricular Activities
Education plans for Fall 2002	3.5
No education plans	1.9
“A” GPA	4.8
“B” GPA	3.0
“C” GPA	1.6
“D” or lower GPA	1.5

## Work Experience During High School

The great majority (87%) of New Hampshire high school seniors in the pilot survey reported that they worked at a paid job during their high school years. Another 47 percent reported that they did volunteer work during their high school years. Seniors surveyed worked, on average, between 11 and 20 hours per week.

- Seniors who worked between 1 and 20 hours per week reported higher than average GPAs, students who did not work and seniors who worked between 21 and 30 hours per week reported average GPAs, and seniors who worked more than 30 hours per week reported less than average GPAs (Table 4.14).
- Career-bound seniors were more likely to report working heavy hours (more than 20 hours per week) than were education-bound seniors.

**Table 4.14**

Self-reported GPA by Hours Worked per Week During Senior Year

Hours Work Per Week	All Seniors		Education Plans	
	GPA	Percent	Education Bound	Career-bound
None	3.1	9%	8%	12%
1 to 10 hours	3.3	22%	25%	14%
11 to 20 hours	3.2	36%	38%	29%
21 to 30 hours	3.1	24%	23%	28%
31 to 40 hours	2.9	7%	6%	13%
More than 40 hours	2.8	2%	1%	3%
		(N=2282)	(N=1751)	(N=531)

- Most seniors in the pilot survey who worked (57%) believe that it had no effect on their school performance, 17 percent believe it enhanced their school performance, 20 percent believe work interfered with their school performance, and 6 percent did not participate in either paid or volunteer work (Table 4.15). Seniors who do not plan to continue their education in Fall 2002 were significantly more likely to believe that work has interfered with their school performance.

**Table 4.15**

Seniors' Perception of Impact of Job on School Performance

<b>Impact</b>	<b>All Seniors</b>	<b>Education-Bound</b>	<b>Career-Bound</b>
Enhanced school performance	17%	18%	14%
Interfered with school performance	20%	19%	23%
No effect on school performance	57%	58%	55%
Did not work	6%	5%	9%
	(N=2246)	(N=1728)	(N=518)

Access to and Use of Computers

New Hampshire seniors in the pilot survey reported considerable use of computers at home. Seniors reported using a computer between 6 and 10 hours per week at home, on average (Table 4.16). Education-bound seniors reported significantly more hours using a computer at home than did career-bound seniors.

**Table 4.16**

Computer Use at Home

<b>Hours per Week</b>	<b>All Seniors</b>	<b>Education-Bound</b>	<b>Career-Bound</b>
None	5%	3%	10%
1 to 5 hours	40%	40%	40%
6 to 10 hours	26%	28%	23%
11 to 15 hours	13%	13%	13%
16 to 20 hours	6%	7%	6%
More than 20 hours	9%	9%	8%
	(N=2330)	(N=1728)	(N=566)

The kinds of software most frequently used by seniors were Internet and e-mail (27%), word processing (24%), and games (18%).



## **V. PROFILE OF EDUCATION-BOUND SENIORS**

A typical senior in the pilot survey who planned to pursue postsecondary education:

- Was enrolled in a college preparatory program in high school.
- Reported at least a “B” average.
- Worked 20 or fewer hours per week during their senior year.
- Made the decision in the sixth grade or earlier to continue their education after high school.
- Planned to obtain a Bachelor’s or Master’s degree.
- Was most likely to plan to attend an institution outside of New Hampshire.
- Planned to major in business, education, or health.
- Planned to attend college full time.
- Planned to work in the arts, design, entertainment, sports or media, in health care, or in business or finance in 10 years.

### Grade in Which Education-Bound Seniors Decided to Continue Their Education

Education-bound seniors in the pilot survey said they made early decisions to pursue a postsecondary education with 60 percent saying they made the decision in the sixth grade or earlier (Table 5.1). Less than one-third of college-bound seniors said they waited until high school to make the decision to continue their education.

**Table 5.1**

Grade Education-Bound Seniors Decided to Continue Their Education

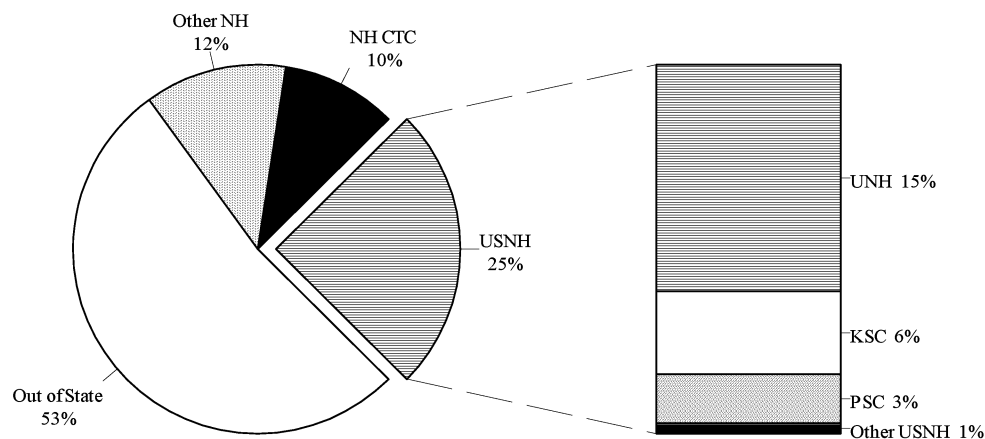
Grade	
Always known	20%
Sixth or earlier	40%
Seventh	3%
Eighth	7%
Ninth	10%
Tenth	6%
Eleventh	8%
Twelfth	7%
	(N=1837)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (57%). Most seniors believe the best time to receive this information is between the eighth and tenth grades.
- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (79%), colleges (75%), parents (64%), and teachers (63%).
- Eighty-five percent of education-bound seniors said the information they accessed from computer programs or the Internet was “very helpful” or “somewhat helpful”. Similarly, 84 percent said information they received from their high school was “very helpful” or “somewhat helpful”.

## Institutions Seniors Plan to Attend

More than half of education-bound seniors in the pilot survey plan to attend an institution outside of New Hampshire (Chart 5.1). Of those who plan to stay in state, the University of New Hampshire is the most frequently named institution, named by 15 percent of education-bound seniors, followed by a NH Community Technical College branch, Keene State College, and Plymouth State College (Table 5.2).

Chart 5.1: Institution Seniors Plan to Attend



**Table 5.2**

Top Schools - All Pilot Survey Education-Bound Seniors

Institution	All Education-Bound Seniors
UNH	15%
NHCTC	10%
Keene State	6%
Plymouth State	3%
N. Essex Community College	2%
Southern NH University	2%
McIntosh College	2%
Hesser College	2%
Johnson & Wales University	1%
UMass Lowell	1%
Boston University	1%
St. Anselm College	1%

### Most Important Reason Seniors Chose Institution They Plan to Attend

The most important reasons education-bound seniors gave for choosing the school they plan to attend were that the school offers the best education in the seniors' field of study, that it is affordable, and that it has a good academic reputation (Table 5.3). The reasons New Hampshire seniors give for choosing schools were very similar to those reported by seniors in Vermont (VSAC).

**Table 5.3**

#### Most Important Reason for Choosing Institution

<b>Reason</b>	
Offers best education in my field of study	39%
It is affordable	14%
Good academic reputation	11%
Graduates get good jobs	5%
School is the right size for me	5%
School is close to home	4%
I have already been admitted	4%
School offers unique education programs	4%
Far enough from home	3%
Can get financial aid	2%
Athletics and extracurricular activities	2%
Graduates get admitted to top grad schools	2%
Reputation for social activities	1%
My parents like it	1%
School counselor advised me to go there	1%
Friends like it	1%
Religious affiliation	1%
Other reasons	1%
	(N=1673)

Among education-bound seniors in the pilot survey, 76 percent say they will attend their first choice of school. The most important reasons for not attending their first choice is that they were not accepted (41%), and that it was too expensive (27%).

### Most Important Reasons for NOT Attending a New Hampshire Institution

Education-bound seniors in the pilot survey were asked why they did not plan to attend a University System of New Hampshire (USNH) institution, a New Hampshire Community Technical College System (NHCTCS) institution, or some other New Hampshire institution. The reasons given are consistent across all New Hampshire institutions (Table 5.4).

- The most frequently chosen reasons for not attending a USNH institution were that another school had a better academic reputation, the senior wanted to attend a school out of state, that the senior's desired major was not offered, and that the location was not right.
- The most frequently chosen reasons for not attending a NHCTCS institution were that another school had a better academic reputation, the senior's major was not offered, the senior wanted to attend a school out of state, and that the location was not right.
- The most frequently chosen reasons for not attending another NH institution were that another school had a better academic reputation, the senior wanted to attend a school out of state, that the location was not right, and that the senior's major was not offered.

**Table 5.4**

Most Important Reasons for NOT Choosing USNH or NHCTCS Institution

Reason	Reason for not attending:		
	USNH	NHCTCS	Other NH
Other	27%	29%	30%
Other school has better academic reputation	18%	19%	16%
Wanted to go out of state	14%	12%	13%
Major was not offered	13%	13%	12%
Not the right location for me	11%	10%	12%
Not the right size for me	7%	6%	6%
Not accepted	6%	6%	7%
Too expensive	3%	2%	3%
Got more financial aid at another school	2%	3%	2%
	(N=1060)	(N=1056)	(N=1043)

## Top Four-Year Programs of Study

Among seniors planning to attend a four-year institution, the most popular majors were business, education, health professions, visual and performing arts, and biology and life sciences (Table 5.5).

- Male seniors were most likely to prefer business, engineering, computers and information technology, and visual and performing arts.
- Female seniors were most likely to prefer education, business, health professions, biology and life sciences, and visual and performing arts.

**Table 5.5**

Most Popular Four-Year Programs of Study by Gender

Major / Program	All Education-Bound	Male	Female
Business	14%	19%	11%
Education	10%	4%	14%
Health Professions	8%	4%	10%
Biology, life sciences	7%	4%	9%
Visual / performing arts	7%	7%	7%
Engineering	5%	10%	2%
Communications	4%	3%	6%
Psychology	4%	1%	6%
Social sciences, History	4%	5%	4%
Computers, information technology	4%	8%	1%

- Seniors in the pilot survey who plan attend a four-year college in New Hampshire are somewhat more likely to say they plan to study business and education than are students who plan go to college outside the state (Table 5.6).

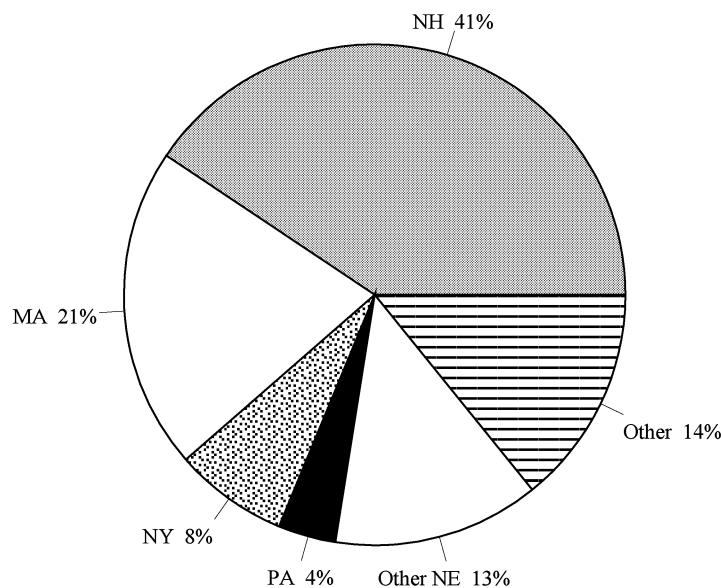
**Table 5.6**

Most Popular Four-Year Programs of Study by State

Major / Program	In NH	Out of State
Business	17%	12%
Education	14%	7%
Health Professions	7%	8%
Biology, life sciences	4%	9%
Visual / performing arts	4%	8%
Engineering	5%	6%
Communications	3%	5%
Psychology	3%	4%
Social sciences, History	3%	5%
Computers, information technology	5%	3%

Forty percent of seniors surveyed, who are planning to attend a four-year college, plan to do so in New Hampshire, and another 21 percent plan to attend a school Massachusetts (Chart 5.2).

Chart 5.2: State for Four-year Postsecondary Education



### Top Two-Year Programs of Study

Among surveyed seniors planning to attend a two-year institution, the most popular programs were business, education, health professions, and protective services (Table 5.7).

- Male seniors were most likely to prefer business, protective services, computers and information technology, and mechanics and repairs.
- Female seniors were most likely to prefer education, business, health professions, consumer services, and protective services.

Table 5.7

### Most Popular Two-Year Programs of Study by Gender

Major / Program	All Education-Bound	Male	Female
Business	18%	19%	17%
Education	11%	3%	18%
Health Professions	11%	3%	17%
Protective services	9%	12%	7%
Visual / performing arts	6%	7%	3%
Computers, information technology	6%	12%	0%
Consumer services	6%	2%	9%
Mechanics, repairs	5%	10%	0%
Agriculture, natural resources	4%	4%	4%
Engineering	3%	6%	0%

Surveyed seniors who said they planned to attend a two-year institution in New Hampshire are more likely to say they plan to take programs in consumer services than are students attending out-of-state schools. Those who plan to attend an out-of-state school are more likely to major or take programs in the visual or performing arts than are seniors who plan to stay in New Hampshire (Chart 5.8).

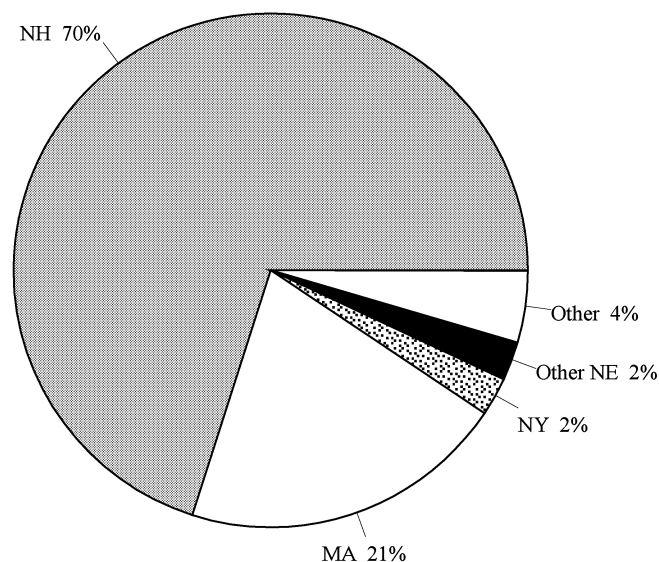
**Table 5.8**

**Most Popular Two-Year Programs of Study by State**

<b>Major / Program</b>	<b>In NH</b>	<b>Out of State</b>
Business	16%	20%
Education	8%	9%
Health Professions	12%	11%
Protective services	9%	4%
Visual / performing arts	3%	15%
Computers, information technology	8%	3%
Consumer services	16%	5%
Mechanics, repairs	7%	10%
Agriculture, natural resources	1%	1%
Engineering	3%	1%

Seventy percent of seniors surveyed, who are planning to attend a two-year college, plan to stay in New Hampshire (Chart 5.3).

**Chart 5.3: State for Two-year Postsecondary Education**





## **VI. PROFILE OF CAREER-BOUND SENIORS**

A typical senior in the pilot survey who planned to pursue activities other than education:

- Was enrolled in a college preparatory program.
- Reported a “B” average.
- Worked 20 hours per week or less during their senior year.
- Plans to get a full-time job after graduation and earn between \$6 and \$12 per hour.
- Made the decision in the twelfth grade not to continue their education after high school.
- Decided not to continue education after high school because he/she needed a break from school.
- Reported parents with a high school degree or less.
- Plans to continue his/her education at some time in the future.

### Grade in Which Career-Bound Seniors Decided Not to Continue Their Education

Surveyed seniors who do not plan to continue their education in Fall 2002 made the decision late in their high school years, in the eleventh and twelfth grades (Table 6.1).

**Table 6.1**

Grade Career-Bound Seniors Decided Not to Continue Their Education

Grade	
Sixth or earlier	7%
Seventh	5%
Eighth	7%
Ninth	8%
Tenth	12%
Eleventh	20%
Twelfth	41%
	(N=534)

- Nearly three-quarters (74%) of career-bound seniors said they had considered pursuing an education after high school at some time.

### Career and Postsecondary Information

- More than half of career-bound seniors surveyed said they first received information about pursuing a career in the ninth grade or earlier. They also reported that this was the appropriate time to receive career information.
- Career-bound seniors received career information most often from their guidance counselor (60%), high school teacher (54%), and their parents (48%).
- The Internet is seen to be a valuable source of career information by career-bound seniors. Almost two-thirds (65%) said the Internet was a “very helpful” or “somewhat helpful” source of information. The same percentage (65%) said the information they received from their high school was “very helpful” or “somewhat helpful”.

### Most Important Reason Seniors Decided Not to Continue Their Education

Career-bound seniors in the pilot survey said the most important reasons they chose not to continue their education were that they needed a break from school, they wanted or needed to support themselves, they were joining the military, and they could not afford to continue their education (Table 6.2).

- Male seniors were significantly more likely to say they were joining the military than female seniors.
- Female seniors were significantly more likely to say they cannot afford to continue their education than male seniors.

**Table 6.2**

Reasons for Not Immediately Pursuing Higher Education by Gender

Reason	All Career-bound	Male	Female
Needed a break from school	26%	25%	28%
I want/need to support myself	12%	12%	13%
I am joining the military	12%	17%	3%
Can't afford to continue education	11%	8%	18%
I am unsure of my plans/goals	10%	7%	14%
Other	6%	6%	5%
Don't need education to get the job I want	5%	6%	3%
I can continue my education in the future	5%	5%	5%
Plan to get married, start a family	4%	3%	6%
I want to travel	4%	4%	3%
My grades are too low	4%	5%	2%
Participated in a registered apprenticeship	2%	2%	0%
	(N=481)	(N=300)	(N=175)

### Future Education Plans of Career-Bound Seniors

Although career-bound seniors are not immediately pursuing their education, most in the pilot survey plan to do so in the future. Almost half (49%) of career-bound seniors reported that they plan to continue their education at a formal institution - 23 percent at a four-year college, 16 percent at a two-year college, and 10 percent at a technical, business, or trade school (2 year) (Table 6.3).

- Male seniors were significantly more likely to report plans to enroll in military training programs than female seniors, while female seniors were more likely to be undecided about their future education plans.

**Table 6.3**

Future Education Plans by Gender

Future Education Plan	All Career-bound	Male	Female
Undecided	30%	27%	34%
Attend Four-year college	23%	23%	25%
Attend Two-year college	16%	15%	16%
Training at technical, business, or trade school	10%	10%	12%
Enroll in military training program	9%	12%	4%
Obtain on-the-job training	5%	6%	3%
Do not plan to continue education	4%	4%	5%
Apprenticeship, internship	3%	3%	2%
	(N=511)	(N=310)	(N=168)

- Two-thirds (66%) of education-bound seniors in the pilot survey reported 2001 family incomes of \$50,000 or more, compared with 53 percent of career-bound seniors.

### Occupation Plans

- More than half of career-bound seniors say they have a full-time job lined up after they graduate, 19 percent have a part-time job lined up, while 23 percent say they do not have a job lined up.
- More than half (56%) of the career-bound seniors surveyed expect to earn less than \$12 per hour (approximately \$24,000 annually), 27 percent expect to earn more than \$12 per hour, and 16 percent were unsure what they will earn.
- Career-bound seniors say they learned job skills from paid work experience (27%), a high school program (16%), and from a family member (15%).

- The most frequently mentioned types of occupations career-bound seniors surveyed plan to have in Fall 2002 were the military (13%), arts, design, entertainment, sports or media (8%), sales (8%), construction and extraction (7%), food preparation (6%), and healthcare (5%).
- The most frequently mentioned occupations career-bound seniors surveyed plan to have in 10 years were arts, design, entertainment, sports and media (14%), business and finance (8%), the military (8%) and healthcare (8%). Nineteen percent say they were undecided about their career plans 10 years from now.

### Differences Between Education-Bound and Career-Bound Seniors

There were several important differences between education-bound and career-bound seniors in the pilot survey.

- Seventy-two percent of education-bound seniors attended a college preparatory program in high school compared to only 32 percent of career-bound seniors.
- Seventy-six percent of education-bound seniors reported a parent with a postsecondary education compared to only 54 percent of career-bound seniors.
- Two-thirds (66%) of education-bound seniors live with both parents compared with 53 percent of career-bound seniors.
- Education-bound seniors were more likely to report that their parents expect them to continue their education than were career-bound seniors. Two thirds of education-bound seniors say their parents expect them to attend a four-year college compared with only 18 percent of parents of career-bound seniors.

## **VII. VOCATIONAL/ TECHNICAL CENTER SENIORS**

Seniors who attended a vocational or technical center were asked to answer several questions about their experiences there. Approximately 10 percent of the students who completed the pilot survey reported that they had attended a vocational or technical center. The centers these seniors reported most often attending were Somersworth Regional Vocational Center (17%), Nashua Senior High (13%), White Mountain Regional High School (9%), Manchester School of Technology (9%), and the Salem High School Vocational Center (8%).

- Seniors who reported attending a vocational/technical center reported doing so most often in the 11<sup>th</sup> and 12<sup>th</sup> grades.

### Information About Technical Center Opportunities

- Approximately half of the seniors who reported attending a vocational or technical center (48%) said they were first informed about the opportunities available there in the 9<sup>th</sup> grade or earlier while another 35 percent said they were first informed in the 10<sup>th</sup> grade.
- These seniors were informed about the centers infrequently between grades 7 and 11 -- 52 percent said they were presented information about their regional technical center only one or two times and another 21 percent said they received information about their regional technical center three times.

### Participation in Technical Student Organizations

More than half of the seniors surveyed who attended a vocational or technical center (59%) said they participated in a technical student organization. Of those who did, 61 percent reported that the skills they learned there helped them in their area of technical skill development.

### Student Evaluation of Vocational/ Technical Education

Seniors who reported attending a vocational or technical center were asked if they agreed or disagreed with several statements about their experiences (Table 7.1).

- Seniors who reported attending a vocational or technical center strongly agree that they received significant technical skills training, that their classes have usually been interesting, and that their technical education will help them get a job.
- These seniors are somewhat less likely to agree that they will be working in a field related to their technical program in the next 6 months.

**Table 7.1**

Evaluation of Vocational/ Technical Education  
(Seniors who Reported Attending a Technical or Vocational Center)

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree/ Strongly Disagree</b>	<b>(N=)</b>
Provided significant technical skill training	54%	37%	9%	(253)
Classes have usually been interesting	51%	40%	9%	(248)
Technical education will help me get a job	47%	40%	13%	(248)
Provided support to be successful in applied academics	40%	47%	13%	(251)
Tech ed. will help me go to postsecondary ed. or training	44%	41%	15%	(245)
Tech ed. will support transition to postsecondary/training	42%	42%	16%	(249)
Tech ed. will support transition from high school to career	41%	43%	16%	(251)
I will be working in field related to tech prog. in 6 months	41%	37%	22%	(246)

# **APPENDIX A:**

## **SURVEY METHODOLOGY**



## METHODOLOGY

The 2002 New Hampshire High School Senior Survey is a pilot survey of seniors in 21 New Hampshire public high schools. A survey of all public high school seniors is planned for the Class of 2003.

The design of this research closely follows the Vermont Senior Survey conducted by the Vermont Student Assistance Corporation (VSAC). VSAC's assistance and advice has been invaluable in conducting this project.

Approximately one-quarter of all New Hampshire public high schools participated in the pilot survey, representing approximately one-third of all seniors in the Class of 2002. Although a broad range of schools participated in the pilot survey, in terms of size, location, and per-pupil spending, care should be taken in examining results to the pilot survey. **This report discusses only seniors in the Class of 2002 attending one of the 21 public high schools participating in the pilot survey and should not be used to generalize to all New Hampshire public high school seniors in the Class of 2002.**

Each school that participated in the survey chose a time in late May or June 2002 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center.

A total of 2408 seniors completed and returned surveys out of a possible 3380 eligible seniors at participating schools. The response rate to the pilot survey was 71 percent.

Please contact David Gebhardt at the New Hampshire Department of Education or Andrew Smith at the University of New Hampshire Survey Center if you have additional questions about the methodology or the data contained in this report.

## **PARTICIPATING SCHOOLS**

### North Country

Groveton High School  
Stratford Public High School  
White Mountain

### Lakes Region

Pittsfield High School  
Winnisquam Regional High School

### Southeast

Farmington High School  
Nute High School  
Oyster River High School  
Portsmouth Senior High School  
Sanborn Regional High School  
Somersworth High School

### South-Central

Manchester High School West  
Nashua High School South  
Pelham High School  
Timberlane Regional High School

### Southwest

Fall Mountain High School  
Hillsboro-Deering High School  
Hinsdale High School  
Hopkinton High School  
Keene High School  
Thayer High School

# **APPENDIX B:**

# **QUESTIONNAIRE**

# SENIOR SURVEY

**Dear Senior,**

Your high school is one of twenty New Hampshire high schools that has volunteered to participate in a pilot program to survey the Class of 2002 about their education and career goals and choices. This information will be used by high schools, the New Hampshire Department of Education, and its statewide higher education partners.

Your answers will be held in strictest confidence, and under no

circumstances will survey results identify individual students.

Please fill out the Student Identification section below when you are asked to do so. Be as open and honest as possible in your answers. If you do not know the answer to a question, leave it blank.

Thank you for your participation in this important project!

*Spring*  
**2002**

## Marking Instructions:

- Use only a #2 pencil.
- Make solid marks that fill the oval completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

Correct Mark



## Student Identification *Please complete the information below.*

FOR NHDOE USE ONLY	HS #		0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9

Name \_\_\_\_\_  
(First Name) (Middle Initial) (Last Name)

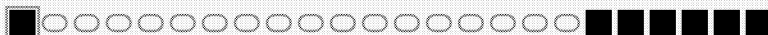
Mailing Address \_\_\_\_\_

City/Town \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

Birth Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Social Security Number \_\_\_\_\_ High School \_\_\_\_\_  
(Optional)

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**

Page  
**1**

## Instructions

After reading each question, fill in the oval that best describes your answer.

## Section A

TO BE ANSWERED BY ALL STUDENTS

### General Information

#### 1. In which New Hampshire county do you currently live?

- ☐ Belknap (1)      ☐ Hillsborough (6)      ☐ Out-of-state (11)  
☐ Carroll (2)      ☐ Merrimack (7)  
☐ Cheshire (3)      ☐ Rockingham (8)  
☐ Coos (4)      ☐ Sullivan (9)  
☐ Grafton (5)      ☐ Strafford (10)

#### 2. Are you a foreign exchange student?

- ☐ Yes (1)      ☐ No (2)

#### 3. Are you:

- ☐ Male (1)      ☐ Female (2)

#### 4. During high school, have you taken courses that were mostly:

- ☐ College preparatory (1)  
☐ Business (2)  
☐ Vocational and technical, other than business (3)  
☐ Other (4)

### Your Family

#### 5. What is your best estimate of the total income that people in your household earned in 2001 from ALL sources?

- ☐ Less than \$25,000 (1)  
☐ \$25,000 but less than \$50,000 (2)  
☐ \$50,000 but less than \$75,000 (3)  
☐ \$75,000 but less than \$100,000 (4)  
☐ \$100,000 or more (5)

#### 6. With whom do you live?

- ☐ Both parents (1)      ☐ Foster parent(s) (6)  
☐ Mother (2)      ☐ Legal guardian (7)  
☐ Father (3)      ☐ On my own (8)  
☐ Alternate between mother and father (4)      ☐ With friend(s) (9)  
☐ Grandparent(s) or other relative(s) (5)      ☐ Other (10)

#### 7. What is the highest level of education completed by each of your parents?

	Mother	Father
Eighth grade or less (1)	<input type="radio"/>	<input type="radio"/>
Some high school (2)	<input type="radio"/>	<input type="radio"/>
High school diploma (3)	<input type="radio"/>	<input type="radio"/>
Certificate from business or technical school of less than two years (4)	<input type="radio"/>	<input type="radio"/>
Some college (5)	<input type="radio"/>	<input type="radio"/>
Associate's Degree—2 years (6)	<input type="radio"/>	<input type="radio"/>
Bachelor's Degree—4 years (7)	<input type="radio"/>	<input type="radio"/>
Some graduate or professional school (8)	<input type="radio"/>	<input type="radio"/>
Graduate or professional degree (9)	<input type="radio"/>	<input type="radio"/>

#### 8. What is the current occupational status of your parents?

	Mother	Father
Employed full-time (1)	<input type="radio"/>	<input type="radio"/>
Employed part-time (2)	<input type="radio"/>	<input type="radio"/>
A full-time homemaker (3)	<input type="radio"/>	<input type="radio"/>
Unemployed (4)	<input type="radio"/>	<input type="radio"/>
Retired (5)	<input type="radio"/>	<input type="radio"/>
Not working due to disability (6)	<input type="radio"/>	<input type="radio"/>
Deceased (7)	<input type="radio"/>	<input type="radio"/>
Other (8)	<input type="radio"/>	<input type="radio"/>

### Academic Experience

- Please fill in the oval indicating the number of years you have studied (for high school credit) each of the subject areas listed below. Please include this year.

	Number of Years
9. English	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10. Foreign Languages	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
11. Algebra I/Geometry	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
12. Algebra II/Trigonometry/ Pre-Calculus/Calculus/Statistics	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
13. Other General Math	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
14. Sciences	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
15. Social Studies and History	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
16. Art, Drama, Music, and Dance	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
17. Vocational and Technical Education	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
18. Business Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
19. Computer Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
20. Physical Education/Health	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

- Please fill in the oval indicating your average grade in high school for the courses you have taken.

	Grade
21. English	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
22. Foreign Languages	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
23. Mathematics (all mathematics classes)	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
24. Sciences	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
25. Social Studies and History	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
26. Art, Drama, Music, and Dance	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
27. Vocational and Technical Education	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
28. Business Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
29. Computer Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
30. Physical Education/Health	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F

**31. Which of the following work-based or community service learning experiences did you participate in for high school credit?**

(Please mark all that apply.)

- ☐ Job shadowing (1)
- ☐ Mentorship (2)
- ☐ Apprenticeship (3)
- ☐ Work study (4)
- ☐ Cooperative education (5)
- ☐ I did not participate in work-based or community service learning programs (6)

**32. How helpful has your work-based or community service learning experience been in helping you formulate your future career plans?**

- ☐ Very helpful (1)
- ☐ Somewhat helpful (2)
- ☐ Not helpful (3)

## Extracurricular Experience

**33. Which of the following extra- or co-curricular activities have you participated in during high school?**

(Please mark all that apply.)

- ☐ Athletics (school- and non-school related) (1)
- ☐ Student government (2)
- ☐ Band/chorus/orchestra (3)
- ☐ Honor societies (4)
- ☐ Theater/drama/dance (5)
- ☐ Other school clubs and committees (i.e., school newspaper, yearbook, Math League) (6)
- ☐ Non-school clubs (i.e., Scouts) (7)
- ☐ ROTC (8)
- ☐ Church groups/activities (9)
- ☐ Volunteer work (10)
- ☐ Hobbies (11)

**34. How many hours a week during your senior year did you spend doing extra- or co-curricular activities?**

- ☐ None (1)
- ☐ 1–5 hours (2)
- ☐ 6–10 hours (3)
- ☐ 11–15 hours (4)
- ☐ 16–20 hours (5)
- ☐ More than 20 hours (6)

**35. On average, how many hours a week do you use a computer?**

- ☐ None (1)
- ☐ 1–5 hours (2)
- ☐ 6–10 hours (3)
- ☐ 11–15 hours (4)
- ☐ 16–20 hours (5)
- ☐ More than 20 hours (6)

**36. What type(s) of computer software do you use?**

(Please mark all that apply.)

- ☐ Educational programs (1)
- ☐ Games (2)
- ☐ Internet (i.e., e-mail, web searches) (3)
- ☐ Spreadsheets (4)
- ☐ Word processing (5)
- ☐ Art/design (6)
- ☐ Programming (7)
- ☐ Drafting (8)
- ☐ None (9)

## High School Experience

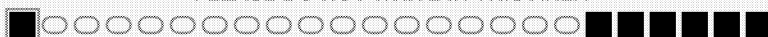
● Please rate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
37. My school has provided me with a good education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. My school has provided me with the guidance I need to reach my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. My school has provided a safe environment for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. My teachers have challenged me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. My teachers have given me a reasonable amount of work to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My teachers had a positive influence on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. My guidance counselor had a positive influence on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. My coaches had a positive influence on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. My administrators had a positive influence on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My classes have usually been interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. My classes have usually been taught in ways I could understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I have been taught how the things I learn apply to real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I have been taught how to be a good group or team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. School rules are fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. School rules have been enforced consistently and fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

● Has your school provided you with an opportunity to get in touch with agencies or individuals who can help you with:

52. Getting more education or training after high school?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (2)
53. Finding a job?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (2)
54. Finding a place to live?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (2)
55. Getting around in your community and using community resources?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (2)

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

## High School Experience (cont.)

Please rate the quality of instruction provided by your high school in the following areas.

	Excellent	Satisfactory	Unsatisfactory	Wasn't Taught
<b>Communication</b>				
56. Express myself so that others can understand me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Listen so that I can understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Read a variety of materials with understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Write for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Use computers and other technology to conduct research, gather information, and communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reasoning and Problem Solving</b>				
61. Ask meaningful questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Solve difficult problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Think abstractly and creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Approach problem solving with an open mind, healthy skepticism, and persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal Development</b>				
65. Set personal goals and act on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Develop productive and satisfying relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Be a productive worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Maintain a healthy way of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Know my unique worth and personal competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Make informed decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Civic and Social Responsibility</b>				
71. Practice the duties and responsibilities of citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Deal with different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Deal with change in my home, school, community, and workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Science, Math, and Technology</b>				
74. Understand and apply mathematics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Understand and apply science in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Understand and apply technology in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Arts, Language, and Literature</b>				
77. Use music, art, dance, and literature to enhance everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Understand and use the conventions (grammar, usage) and structures (sentence, paragraph) of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Use a non-native language to read, write, listen, and speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>History and Social Sciences</b>				
80. Understand how societies and their systems work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Differentiate among fact, opinion, and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Understand and apply NH, United States, and world history in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Understand and apply geography in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Understand and apply economics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**85. How many hours a week do you spend studying?**

- ☐ None (1)
 ☐ 11–15 hours (4)
 ☐ 1–5 hours (2)
 ☐ 16–20 hours (5)
 ☐ 6–10 hours (3)
 ☐ More than 20 hours (6)

**86. I participated in the following activities for college credit while in high school:**

- ☐ Running Start (1)
 ☐ Advanced Placement class (2)
 ☐ College credit course offered at a college (3)
 ☐ College credit course offered via online or distance learning (4)
 ☐ Does Not Apply (5)

### **Information about Careers and Postsecondary Education**

(Please mark all that apply.)

- ☐ None (1)
- ☐ 1–10 hours (2)
- ☐ 11–20 hours (3)
- ☐ 21–30 hours (4)
- ☐ 31–40 hours (5)
- ☐ 41+ hours (6)

	Careers	Postsecondary Education
Sixth grade or earlier (1)	<input type="radio"/>	<input type="radio"/>
Seventh grade (2)	<input type="radio"/>	<input type="radio"/>
Eighth grade (3)	<input type="radio"/>	<input type="radio"/>
Ninth grade (4)	<input type="radio"/>	<input type="radio"/>
Tenth grade (5)	<input type="radio"/>	<input type="radio"/>
Eleventh grade (6)	<input type="radio"/>	<input type="radio"/>
Twelfth grade (7)	<input type="radio"/>	<input type="radio"/>
I did not receive information (8)	<input type="radio"/>	<input type="radio"/>

☐ Very helpful (1)

☐ Somewhat helpful (2)

☐ Not helpful (3)

☐ Did not receive any information (4)

**SERIAL #**



**96.** Please mark all the options below which would have made the information more useful.

- ☐ More one-on-one counseling (1)
- ☐ More brochures or written information (2)
- ☐ More timely information (3)
- ☐ Better information (4)
- ☐ More on-line information (5)

## ***Your Future Plans***

**97.** What is the highest level of education you plan to complete?

- ☐ High school diploma (1)
- ☐ A specialized training program at a technical, business, or trade school of less than two years (2)
- ☐ Associate's Degree—2 years (3)
- ☐ Bachelor's Degree—4 years (4)
- ☐ Master's Degree (5)
- ☐ Doctorate or professional degree (6)
- ☐ Other (7)
- ☐ Undecided (8)

**98.** Using the choices below, please indicate the statement that comes closest to describing what your parent(s) feel you should do this fall after you graduate from high school.

(Please mark only one choice.)

- ☐ Attend a 4-year college (1)
- ☐ Attend a 2-year college (2)
- ☐ Attend a 2-year college and then transfer to another institution (3)
- ☐ Attend a postgraduate program at a prep school (4)
- ☐ Attend a vocational, technical, business, or trade school of less than two years (5)
- ☐ Become a full-time homemaker (6)
- ☐ Get a full-time job (7)
- ☐ Participate in a registered apprenticeship (8)
- ☐ Join the military (9)
- ☐ They have no strong feelings (10)
- ☐ They want me to do what I want to do (11)

**99.** Have you applied for admission to a college, university, or business, trade, or vocational school?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know (3)

**100.** Using the choices below, please indicate what you are most likely to do this fall after you graduate from high school.

(Please mark all that apply.)

- ☐ Attend a 4-year college (1)
- ☐ Attend a 2-year college (2)
- ☐ Attend a 2-year college and then transfer to another institution (3)
- ☐ Attend a postgraduate program at a prep school (4)
- ☐ Attend a vocational, technical, business, or trade school of less than two years (5)
- ☐ Become a full-time homemaker (6)
- ☐ Get a full-time job (7)
- ☐ Participate in a registered apprenticeship (8)
- ☐ Join the military (9)
- ☐ Take some time off, then decide (10)
- ☐ Join Americorps/VISTA or other full-time community service program (11)
- ☐ Start my own business (12)
- ☐ Don't know (13)

## ***SPECIAL INSTRUCTIONS***

### ***In Question 100:***

**If you answered:**

–Attend a 4-year college

–Attend a 2-year college

–Attend a 2-year college and then transfer to another institution

–Attend a postgraduate program at a prep school

–Attend a vocational, technical, business, or trade school of less than two years

***Go to Section C on Page 9***

**If you did not answer one of the above,**

***Go to Section B on Page 7***

## Your Career Plans

**101.** Do you have a job lined up after graduation from high school?

- ☐ Yes, full-time job (1)  
☐ Yes, part-time job (2)  
☐ No (3)

**102.** In the following spaces, please write the occupation(s) you plan to pursue this fall and in 10 years. For example, if you are going to be an artist in the fall, please write "artist" in the first block.

In the Fall of 2002:

FOR NHDOE USE ONLY		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

In Ten Years (long-term):

FOR NHDOE USE ONLY		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

**103.** If you have a job lined up after high school, how did you learn the skills you will use on the job?

(Please mark all that apply.)

- ☐ High school program (1)  
☐ Volunteer work sponsored by high school (2)  
☐ Volunteer work acquired by own initiative (3)  
☐ Paid work experience after school or during summers (4)  
☐ Family member taught me (5)  
☐ Apprenticeship/internship (6)  
☐ Vocational/Technical Program (7)  
☐ Other (8)

**104.** What wages do you expect to earn at your job?

- ☐ Less than \$6.00 per hour (1)  
☐ \$6.00 to \$11.99 (2)  
☐ \$12.00 or more (3)  
☐ Not sure (4)

**105.** When did you decide to pursue activities other than education immediately after high school?

- ☐ Sixth grade or earlier (1)      ☐ Tenth grade (5)  
☐ Seventh grade (2)              ☐ Eleventh grade (6)  
☐ Eighth grade (3)                ☐ Twelfth grade (7)  
☐ Ninth grade (4)

**106.** Was there ever a time when you thought you would continue your education immediately after high school?

- ☐ Yes (1)      ☐ No (2)

Please rate how important the following reasons were in your decision not to continue your education immediately after high school.

	Not Important	Somewhat Important	Very Important
107. I need a break from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. I can't afford to continue my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. I want/need to work to support myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. I plan to get married/start a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. I don't need to continue my education to get the job I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. I participated in a registered apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. I am joining the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. I can always continue my education in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. I want to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. My grades are too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. I am unsure of my plans/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Other: _____ (Specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**119.** Which of the reasons listed in Questions 107–118 was the most important reason for not continuing your education?

(Please mark only one reason.)

- ☐ 107   ☐ 109   ☐ 111   ☐ 113   ☐ 115   ☐ 117  
☐ 108   ☐ 110   ☐ 112   ☐ 114   ☐ 116   ☐ 118

If you marked Question 108, "I can't afford to continue my education" as an important reason in your decision to pursue other activities, please mark all statements below that apply to your decision.

120. ☐ My parent(s) cannot contribute enough money toward my education  
121. ☐ My parent(s) will not contribute enough money toward my education  
122. ☐ I don't want to assume the loan debt necessary to continue my education  
123. ☐ I assumed I wouldn't be eligible for financial aid and didn't apply  
124. ☐ I applied for financial aid and didn't receive enough  
125. ☐ I cannot meet the student contribution expected by the school I want to attend

## Future Educational Plans

**126. Which of the following best describes what your future educational or job training plans might be?**

(Please mark only one choice.)

- ☐ Attend a 4-year college (1)
- ☐ Attend a 2-year college (2)
- ☐ Enter a specialized training program at a technical, business, or trade school of two years or less (3)
- ☐ Participate in an apprenticeship/internship (4)
- ☐ Obtain on-the-job training (5)
- ☐ Enroll in a training program in the military (6)
- ☐ I don't plan to continue my education (7)
- ☐ Undecided (8)

**127. When do you plan to continue your education or job training?**

- ☐ In January of 2003 (1)
- ☐ By the fall of 2003 (2)
- ☐ After the fall of 2003 (3)
- ☐ I'm not sure when I will continue (4)

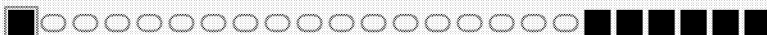
Please use the space below if you would like to add general comments or explain any other factors that contributed to your decision not to continue your education.

**IF YOU HAVE ATTENDED A VOCATIONAL/TECHNICAL PROGRAM, PLEASE COMPLETE SECTION D. OTHERWISE, PLEASE RETURN YOUR BOOKLET TO THE SURVEY ADMINISTRATOR.**



THANK YOU FOR COMPLETING THIS SURVEY.

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**

## Your Educational Plans

**128.** When did you decide to continue your education after high school?

- ☐ Sixth grade or earlier (1)  
☐ Seventh grade (2)  
☐ Eighth grade (3)  
☐ Ninth grade (4)  
☐ Tenth grade (5)  
☐ Eleventh grade (6)  
☐ Twelfth grade (7)  
☐ I have always known I would continue my education (8)

**129.** Please indicate below which school you are most likely to attend, the state in which it is located, and your first choice for a major field of study.

School: \_\_\_\_\_

State: \_\_\_\_\_

Major: \_\_\_\_\_

Do you plan to attend: ☐ full-time ☐ part-time

FOR NHDOE USE ONLY											
SCHOOL				STATE		MAJOR					
0	0	0	0	0	0	0	0	0	0		
1	1	1	1	1	1	1	1	1	1		
2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9		

Please rate how important the following factors were in your selection of the school you are most likely to attend.

	Not Important	Somewhat Important	Very Important
<b>130.</b> It offers the best education in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>131.</b> It is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>132.</b> It is close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>133.</b> It is the right size school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>134.</b> I have already been admitted there or believe I will be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>135.</b> I believe I can get financial aid there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>136.</b> It is far enough from home so I'll feel more on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>137.</b> It has a good reputation for its social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>138.</b> My parent(s) like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>139.</b> My counselor or teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>140.</b> My friends like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>141.</b> It has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>142.</b> It offers unique education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>143.</b> Its graduates gain admission to top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>144.</b> Its graduates get good jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>145.</b> I was attracted by the religious affiliation/orientation of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>146.</b> Its rankings in national magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>147.</b> Its reputation for athletic and/or extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**148.** Which of the factors listed in Questions 130–147 was the most important factor in your selection of a school?

(Please mark only one factor.)

- |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| <input type="radio"/> 130 | <input type="radio"/> 136 | <input type="radio"/> 142 |
| <input type="radio"/> 131 | <input type="radio"/> 137 | <input type="radio"/> 143 |
| <input type="radio"/> 132 | <input type="radio"/> 138 | <input type="radio"/> 144 |
| <input type="radio"/> 133 | <input type="radio"/> 139 | <input type="radio"/> 145 |
| <input type="radio"/> 134 | <input type="radio"/> 140 | <input type="radio"/> 146 |
| <input type="radio"/> 135 | <input type="radio"/> 141 | <input type="radio"/> 147 |

149. Are you planning to attend your first choice school?  
☐ Yes (1) ☐ No (2)

150. If you will not be able to attend your first choice school, which reason below is the most important reason for your decision not to attend it?  
(Please mark only one reason.)

- ☐ It is too far from home (1)  
☐ It is too expensive (2)  
☐ My parent(s) discouraged me (3)  
☐ I wasn't accepted (4)  
☐ I didn't get enough financial aid there (5)  
☐ I changed my major/program (6)  
☐ Other (7): \_\_\_\_\_  
(Specify)

FOR NHDOE USE ONLY 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

● Please mark the reasons you do not plan to attend each of the following types of New Hampshire institutions. (USNH institutions include UNH, Keene State and Plymouth State, and College for Lifelong Learning. NH CTCS institutions include NHTI, Berlin/Laconia, Stratham/Manchester, and Nashua/Claremont.)

Other New Hampshire  
USNH  
NH CTCS

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 151. I was not accepted (1)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 152. My major is not offered (2)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 153. The cost of attendance is too high (3)                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 154. I want to study out-of-state to experience a different environment (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 155. It is not the right size school for me (5)                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 156. I got more financial aid at my institution (6)                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 157. My institution has a better academic reputation (7)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 158. It is not the right location for me (8)                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 159. Other reason (9)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

160. Which of the factors listed above was the most important factor in your decision NOT to attend a USNH institution?  
(Please mark only one factor.)

☐ 151 ☐ 154 ☐ 157  
☐ 152 ☐ 155 ☐ 158  
☐ 153 ☐ 156 ☐ 159

161. Which of the factors listed above was the most important factor in your decision NOT to attend a NH CTCS institution?  
(Please mark only one factor.)

☐ 151 ☐ 154 ☐ 157  
☐ 152 ☐ 155 ☐ 158  
☐ 153 ☐ 156 ☐ 159

162. Which of the factors listed above was the most important factor in your decision NOT to attend other New Hampshire colleges?  
(Please mark only one factor.)

☐ 151 ☐ 154 ☐ 157  
☐ 152 ☐ 155 ☐ 158  
☐ 153 ☐ 156 ☐ 159

163. In the following space, please write the occupation you plan to pursue in ten years. For example, if you are going to be an artist, please write "artist" in the block.

In Ten Years (long-term):

FOR NHDOE USE ONLY 0 1 2 3 4 5 6 7 8 9  
0 1 2 3 4 5 6 7 8 9  
0 1 2 3 4 5 6 7 8 9

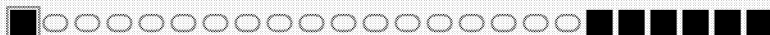
● Please use the space below if you would like to add general comments or explain any other factors that contributed to your decision to continue your education.

IF YOU HAVE ATTENDED A VOCATIONAL/TECHNICAL PROGRAM, PLEASE COMPLETE SECTION D.  
OTHERWISE, PLEASE RETURN YOUR BOOKLET TO THE SURVEY ADMINISTRATOR.



THANK YOU FOR COMPLETING THIS SURVEY.

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

## 1. What is your home high school?

(Please write in the block.)

FOR NHDOE USE ONLY	HS #		0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9

## 2. Which regional technical center did you most recently attend?

- ☐ Berlin Vocational Center (1)
- ☐ White Mountain Regional High School (2)
- ☐ Plymouth Regional Technical Center (3)
- ☐ Hartford Area Career & Technical Center (4)
- ☐ Winnisquam Regional High School (5)
- ☐ Sugar River Valley – Claremont (6)
- ☐ Sugar River Valley – Newport (7)
- ☐ Concord Regional Technology Center (8)
- ☐ River Bend Career & Technical Center (9)
- ☐ Region 6 Career & Technical Center (10)
- ☐ J. Oliva Huot Technical Center (11)
- ☐ Region 9 Vocational Technical Center (12)
- ☐ Dover Vocational Center (13)
- ☐ Somersworth Regional Vocational Center (14)
- ☐ Fall Mountain Regional High School (15)
- ☐ Manchester School of Technology (16)
- ☐ Milford HS & Applied Technology Center (17)
- ☐ Pinkerton Academy (18)
- ☐ Seacoast School of Technology (19)
- ☐ Creteau Regional Technology Center (20)
- ☐ Cheshire Center of Applied Science & Technology (21)
- ☐ Con-Val High School (22)
- ☐ Nashua Senior High School (23)
- ☐ Salem High School Vocational Center (24)
- ☐ Portsmouth Senior High School (25)
- ☐ Wilbur H. Palmer Voc Tech Center (26)
- ☐ Pembroke Academy (27)
- ☐ Hugh J. Gallen Regional Vocational Center (28)

## 3. When did you attend a vocational/technical center?

(Please mark all that apply.)

- ☐ 9<sup>th</sup> grade (1)
- ☐ 10<sup>th</sup> grade (2)
- ☐ 11<sup>th</sup> grade (3)
- ☐ 12<sup>th</sup> grade (4)

## 4. When were you first informed about the opportunities available at your regional Technical Center?

- ☐ 7<sup>th</sup> grade or earlier (1)
- ☐ 8<sup>th</sup> grade (2)
- ☐ 9<sup>th</sup> grade (3)
- ☐ 10<sup>th</sup> grade (4)
- ☐ 11<sup>th</sup> grade (5)
- ☐ 12<sup>th</sup> grade (6)

## 5. Between grades 7 and 11, how often were you presented with information about your regional Technical Center?

- ☐ Once (10)
- ☐ Twice (2)
- ☐ Three times (3)
- ☐ Four times (4)
- ☐ Five times (5)
- ☐ Six or more times (6)

## 6. Did you have the opportunity to participate in a technical student organization (DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, VICA, TSA)?

- ☐ Yes (1)
- ☐ No (2)

## 7. If you did participate in a student organization, did the skills you learned there help you in your area of technical skill development?

- ☐ Yes (1)
- ☐ No (2)

Please rate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. My technical education will provide me with significant technical skill training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My technical education will provide me with the support I need to be successful in applied academics at technical schools (e.g., reading manuals).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My technical education will help me get a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My classes have usually been interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My technical education will provide me with the support I need to transition from high school to a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My technical education will help me find and go on to postsecondary education or training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My technical education will provide me with the support I need to transition from high school to postsecondary education or training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In the next six months I will be working or studying in a field related to my technical education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Section E

THIS SECTION IS FOR THOSE STUDENTS WHOSE HIGH SCHOOL HAS DEVELOPED ADDITIONAL QUESTIONS FOR STUDENTS

Use:  
 oval #1 for Strongly Disagree  
 oval #2 for Disagree  
 oval #3 for Agree  
 oval #4 for Strongly Agree

1. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

2. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

3. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

4. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

5. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

